



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division  
Texas Education Agency  
1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED  
TEXAS EDUCATION AGENCY  
2018 NOV 13 AM 11:59  
DOCUMENT CONTROL CENTER  
GRANTS ADMINISTRATION

Grant period from

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3 : January 1, 2019 - June 30, 2020**

☒ Pre-award costs are not permitted.

**Required Attachments**

*Pathway specific attachment*

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization **LIFESCHOOL OF DALLAS** CDN **057807** Vendor ID **75-2722521** ESC **10** DUNS **175886261**  
Address **132 EAST OVILLA RD, SUITE A** City **RED OAK** ZIP **75154** Phone **469-850-5433**  
Primary Contact **Matthew Slay** Email **matthew.slay@lifeschools.net** Phone **469-850-5433**  
Secondary Contact **Jessica Pruneda** Email **jessica.pruneda@lifeschools.net** Phone **469-850-5433**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Jennifer Wilson**

Title **Chief Culture Officer**

Email **jennifer.wilson@lifeschools.net**

Phone **469-850-5433**

Signature

Date **11/07/2018**

Grant Writer Name **Matthew Slay**

Signature

Date **11/07/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
High teacher turnover rates (double the state average), and the difficulty to fill high-need positions as it relates to hiring and retaining teachers have led to a shortage in certified teacher candidates to fill vacancies at Life School.	Build internal candidate pipeline by hiring instructional aides and/or long-term subs who are currently pursuing education degrees and/or certifications, especially in the high-need/hard-to-fill areas, as defined by TEA, in an effort to secure the top talent of those who complete degrees/certifications based on funds available through this grant opportunity.
Current aides and/or long-term subs who are pursuing an education degree and/or certification face economic hardships in paying for degrees, due to market compensation rates for these positions.	Recruit aides and/or long-term subs who are pursuing education degrees and/or certifications who could benefit from the grant to complete their programs, allowing us to create a pipeline of candidates who have been immersed in our instructional framework, job-embedded professional development, and culture.
Due to declining participation in post-secondary Education degrees (and resulting teacher candidate pools), it is necessary to increase awareness in Education career paths at the secondary level.	Life School will increase awareness of education career paths through active recruiting and marketing in middle and high school. Students will experience classroom and real-world opportunities via the Education & Training course offerings, which will encourage persistence in the education career pathway.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Increase the percentage of students who are enrolled in the Life School Education and Training pathway, including increasing the number of students who complete the entirety of the Education and Training pathway prior to graduating and continue to pursue education degrees in post-secondary education.

Recruit and retain aides and/or long-term subs as they complete their degrees and/certification programs with the intention to promote them into full-time teacher positions, especially in hard-to-fill and high-need positions

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

1. (Pathway #1) Confirm Education and Training course offerings within course guide and master schedule, and market courses to students.
2. (Pathway #1) Identify stipend candidates and confirm via MOU.
3. (Pathway #2) Establish partnerships and/or strengthen existing partnerships with local universities and other high-quality EPPs for degrees and/or certifications for current aides in order to strengthen the teacher candidate pipeline, especially in the high-need/hard-to-fill areas, as defined by TEA.
4. (Pathway #2) Identify candidates and confirm via MOU, as well as complete all reporting requirements.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

1. (Pathway #1) Establish FCCLA chapter and participate in a competitive event during the academic school year.
2. (Pathway #1) All stipend participants teach at least one course in the Education coherent sequence, including but not limited to Instructional Practices and/or Practicum in Education and Training and continue to market courses to students.
3. (Pathway #2) Candidates without a bachelor's degree will complete their degrees.
4. (Pathway #2) Candidates with a bachelor's degree will enroll and complete an EPP and obtain a standard or probationary teacher certification.

**Third-Quarter Benchmark**

1. (Pathway #1) Continue to strengthen FCCLA chapter and participate in a competitive event during the academic school year.
2. (Pathway #1) All stipend participants continue to teach at least one course in the Education coherent sequence, including Instructional Practices and Practicum in Education and Training.
3. (Pathway #2) Candidates return as a full-time, certified teacher.
4. (Pathway #2) Candidates who completed bachelor's degrees in 2019-20 will enroll and complete an EPP and obtain a standard or probationary teacher certification.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

We will continuously monitor program implementation and benchmark results to determine program effectiveness.

The following indicators are some examples that may show the need for program modifications:

- If retention rates of participants in the GYO program decline throughout the life of the program, steps would then be required to re-evaluate and/or modify recruiting efforts and program partnerships.
- If participants are not progressing towards degrees and/or certifications within the agreed upon timelines, then steps would be required to re-evaluate the candidate's participation in the program, as outlined in the MOU.
- The number of students who enroll and progress through the Education coherent sequence track and number of students who participate in FCCLA chapter are leading indicators to determine modification needs of the student marketing plan and education program support.

Each of the program objectives will be closely monitored for success. Any aspect of the project that is not meeting goals and objectives will be modified as needed to ensure program effectiveness.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
  - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
  - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
  - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
  - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
  - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
  - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

The following outlines the plan for the recruitment, selection, and support of the teachers who will teach the Education and Training courses for the Grow Your Own Pathway #1 program:

When recruiting candidates, the following factors will be considered in the selection process:

- An "Acceptable" or higher evaluation rating for 2017-18 school year
- Disciplinary records
- Attendance records
- Campus involvement including, but not limited to, committee participation, parent night involvement, student activities, and other activities that demonstrate campus visibility, availability to students, and a strong commitment to building positive relationships to students and their parents
- Active participant in recruiting lower-grade-level Life School students to the Education track once they become eligible
- Availability and willingness to lead FCCLA chapter and all requirements thereof
- For teachers who currently teach Education & Training courses, the number of students who progress through (and complete) the program from Principles of Education & Training to Practicum in Education & Training
- Letters of recommendation from colleagues and campus administrators

Additionally, if the program candidate pool is larger than the allotted number of spaces and all candidates meet each of the above measures, a final interview will be conducted and may include the following, but not limited to, the campus principal, CTE department head, CTE manager, and HR manager.

Once candidates are selected, Life School is committed to supporting the participants including, but not limited to, the following ways:

- Provide funding for training via conferences (FCSTAT conferences, for example) and other professional development opportunities through Region 10 service center and other providers
- Allocate funding for curriculum resources, such as Reality Care babies for Human Growth & Development course, materials for mock "centers" to simulate elementary classrooms for Instructional Practices and Practicum in Education and Training courses, etc.
- Provide connections, on behalf of the teacher, with professionals and organizations outside of Life School that would offer real-world exposure and experience for students in the Education & Training program
- Engage Life School counselors in the promotion and recruitment of students for the Education & Training program
- Provide extra planning time for the teacher to implement and execute strategies aligned to the program
- Ensure transportation is available for students who participate in the Practicum in Education & Training course
- Collaborate with the participating teachers in developing the campus master schedule to accommodate the time requirements for students in the program

Finally, candidates must sign an MOU in which the candidate commits to remain at Life School for an agreed upon length of time, as outlined by the MOU and grant guidelines.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

The following outlines the plan for the recruitment, selection, and support of instructional aides and long-term subs who will participate in the Grow Your Own Pathway #2 program:

When recruiting internal candidates, the following factors will be considered in the selection process:

- An Acceptable or higher evaluation rating for 2017-18 school year
- Disciplinary records
- Attendance records
- Campus involvement (committee participation, parent night involvement, student activities, etc)
- Degree GPA
- ECOS testing history

Candidates will be required to verify their current education/certification program status (via transcripts, etc) to ensure they meet the requirements for GYO Pathway #2.

Additionally, if the program candidate pool is larger than the allotted number of spaces, those candidates who are pursuing degrees and/or certifications in hard-to-fill positions, as defined by TEA, will be given priority consideration for participation in the GYO program.

In order to generate interest for GYO Pathway #2, we have surveyed all current instructional aides and long-term subs to identify potential candidates based on their current degree and/or certification program participation.

Those who have expressed interest and qualify will be vetted based on the factors listed above, along with alignment to district core values, character, competency, and chemistry via face-to-face interviews and recommendations by supervisors.

In order to support the program participants, they will be assigned a teacher mentor as a part of our "Lifesaver Academy" which provides ongoing, job-embedded professional development and support to inexperienced teachers.

To determine the commitment level of the candidates in order to be chosen to participate in the program, candidates must exhibit "Life Leader Attributes", a set of 15 attributes that represent skills or knowledge necessary to be an effective leader and are intended as a guide to create, develop, and enhance leadership capabilities in order to be "Ready to Learn, Ready to Lead, and Ready for Life". Additionally, they must show that they are committed to being active on their campuses. Finally, they must sign an MOU in which the candidate commits to remain at Life School for an agreed upon length of time, as outlined by the MOU and grant guidelines.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	0	X \$11,000 =	0
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	2	X \$6,000 =	12,000
Number of high schools without existing Education and Training courses in 2018-2019	0	X \$9,000 =	0
<b>Total Request for Pathway 1</b>			23,000

**PATHWAY TWO**☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	3	X \$5,500 =	16,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	5	X \$11,000 =	55,000
Request for Pathway 2			71,500
Request for Pathway 1			23,000
<b>Total Combined Request for Pathways 1 &amp; 2</b>			94,500

**PATHWAY THREE**☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			

**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Classroom substitutes for program participants (for professional development, FCCLA events, etc.)

3,500

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Outside P.D. (e.g. Columbia University Teachers College Units of Study, Region 10 opportunities, etc.)

5,000

**SUPPLIES AND MATERIALS (6300)**

General supplies for supporting professional development (chart paper, markers, highlighters, etc)

950

**OTHER OPERATING COSTS (6400)**

Total Direct Costs 103,950

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

**TOTAL AMOUNT REQUESTED**

103,950

Total Direct Costs plus Indirect Costs



**Grow Your Own Grant**  
**Pathways 1 and 2 Grow Your Own Program Attachment**

**Pathway 1: Teacher Stipend to Support Education and Training Course Implementation**

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Both Life School high schools (Life School Oak Cliff and Life High School Waxahachie) are currently offering Education and Training courses. The Oak Cliff location is in the process of growing the program, as it was initiated in 2017 -- while the Waxahachie location has a more developed program since it has been available since 2015. While this plan will apply to both campuses, successful recruitment strategies are particularly important for the Oak Cliff campus.

This is particularly important for the Oak Cliff campus because significant opportunity and achievement gaps exist. The Oak Cliff campus has a large economically disadvantaged student population, where 81% qualify for free and reduced lunch compared to 44% at our Waxahachie location.

Life High School Waxahachie currently offers (and will continue to offer) the following Education and Training courses:

- Principles of Education and Training
- Human Growth and Development
- Instructional Practices
- Practicum in Education and Training

Life School Oak Cliff currently offers (and will continue to offer) the following Education and Training courses:

- Principles of Education and Training
- Human Growth and Development

Instructional Practices will be added for the 2019-2020 school year and Practicum in Education and Training will be added in 2020-2021, as students progress through the pathway.

Career development, counseling, and support opportunities for students are offered in the following ways, as it relates to the Education and Training pathway. Life School is highly committed to continuing the growth of each of the following aspects:

Life School currently offers three career path assessments via the Career Cruising computer application – career/interest matching, skills assessment, and learning style inventory. Once students complete these assessments, students who are interested in the Education and Training pathway receive counseling as to whether or not their skills and interests match, as recommended via these assessments. For those who are interested in continuing this path, counselors and Education and Training teachers provide guidance to the students in the areas of post-secondary education options, financial aid opportunities, etc.

Further guidance is provided to the students via the Principles of Education course, which covers the steps required to become a teacher, projected job growth in the education sector, necessary steps to obtain an Education degree and Teacher certification, other jobs available in education depending on the level of education obtained, the day-to-day work environment required of teachers, conflict management, and more. The purpose of covering these areas is, in part, to ensure the students have an accurate understanding of this career field.

As a part of the Education and Training pathway specific to our Life School campuses, we also include Human Growth & Development as a required course prior to participating in the Instructional Practices/Practicum courses. We feel this is an important step in establishing the foundational “blueprint” for understanding why a child’s education is so important, including the physical, cognitive, emotional, and social developmental milestones. Per the TEKS for this course, “The course covers material that is generally taught in a postsecondary, one-semester introductory course in Developmental Psychology or Human Development.” This exposes students to the type of coursework required in college and sets expectations for what will be required of them. This further ensures the student is pursuing a career that is right for them.

This and the other courses available in the Education and Training pathway provide exposure to a career prior to making a lifelong career choice – allowing them to experience a career path before leaving high school and beginning the post-secondary work.

During the spring of 2019, Life School will establish chapters of FCCLA at both participating campuses. Students will benefit from this because it provides additional opportunities for students to practice the “soft skills” outlined in Life School’s “Leader Profile” – 15 skills all students are immersed in throughout their time at Life School, from kindergarten to 12<sup>th</sup> grade. FCCLA reinforces these skills, such as collaboration, global perspective, critical thinking, effective communication, citizenship, to name a few, through active student participation at local-, state-, and national-level competitions. FCCLA also provides scholarships and career pathways.

Per FCCLA data, 85% of students who are involved in FCCLA will pursue post-secondary education. This is a highly impressive statistic that helps continue to close the pervasive opportunity and achievement gaps for Life School students. Therefore, recruitment into FCCLA is a high priority. Recruiting will take place as early as middle school when guidance counselors and the CTE manager meet with students to discuss high school course offerings and CTE pathways. Additionally, each spring, incoming freshmen, high school students, and their parents are invited to a “CTE Fair”, in which they can explore CTE pathways and opportunities, such as Education and Training and FCCLA. Also, students who take the Principles of Education and Training course will be invited to join and participate in FCCLA.

To increase enrollment in each course each year, several steps will be taken. Education and Training recruiting will take place as early as middle school when guidance counselors and the CTE manager meet with students to discuss high school course offerings and CTE pathways. Students who express an interest in pursuing the education field will be enrolled in Principles of Education and Training in 9<sup>th</sup> or 10<sup>th</sup> grade (primarily). The key to increasing enrollment throughout the pathway is to drive interest in enrolling in Principles of Education and Training since it is a prerequisite to the subsequent course(s) in the pathway. Continuing to expose students to Education options will ensure enrollment increases year-over-year. Additionally, highlighting the activities and accomplishments of FCCLA students will also drive interest in pursuing the Education pathway.

An additional recruitment strategy involves the Instructional Practices/Practicum students as they interact with elementary and middle school students through field-based internships on the elementary and middle school campuses, leading summer Math camps with lower level grades, chaperoning field trips, participating in field trips – all while wearing their Education and Training shirts. The young students who interact with the Education and Training students are exposed at a much younger age to these types of opportunities and will, therefore, be more likely to pursue them.

Life School currently has highly-qualified teachers for the Education and Training program who have the capacity for additional growth of the program. However, as it expands, and additional teachers are required, the recruitment strategies employed for the current teachers will carry forward. When recruiting the current teachers, we looked for individuals who were highly effective secondary teachers – but who also had experience working with and/or teaching elementary students (since that's such a large focus of the Education and Training coursework). Additionally, the teachers must have measurable evidence of student achievement as outlined via the results of their evaluations from prior school years. They also need to be committed to participating in, and growing, the FCCLA chapter.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

When developing the profile of students targeted for recruitment, Life School encourages all students to pursue their interests, as long as they meet the requirements of the courses in which they are interested. Any student may take the Principles of Education and Training course. However, based on interest level and whether or not they meet academic qualifications, such as achieving a passing grade in the Principles course, obtaining teacher recommendations, meeting attendance and behavior requirements, etc., students may or may not choose to progress along the pathway. However, those who do meet these qualifications will be strongly encouraged to pursue the completion of the pathway. Targeted intervention takes place any time a student is not meeting the requirements of the courses, a strategy that will continue.

Life School has a diverse student population at both high school campuses (Oak Cliff – 52% African-American, 46% Hispanic, 2% other, 81% economically disadvantaged; Waxahachie – 39% African-American, 27% Hispanic, 28% White, 6% other, 44% economically disadvantaged). The current enrollment in the Education and Training courses reflect the diversity at each campus. We will continue to provide equitable opportunities for all student groups to take advantage of the programs and courses offered through the Education and Training pathway.

Marketing and recruitment strategies to increase student interest and persistence include the following (and includes how LEA leadership and staff will motivate students to enter and persist):

- Education and Training teachers build positive relationships with students and their parents through active campus involvement including parent night involvement, attending student activities, and other activities that demonstrate campus visibility, modeling highly effective teaching strategies, and general availability to students.
- Encouraging involvement in FCCLA as a strategy for creating student buy-in and persistence in the pathway.
- Life School offers a yearly CTE fair targeting incoming freshmen and underclassmen who want to join the CTE programs. A booth is manned by current Education and Training pathway students and teachers who share information about the program, career options, education information, etc. for the purpose of recruiting new students to the pathway.
- High School counselors and CTE Manager meet with 8<sup>th</sup> grade students each spring to discuss high school course options, pathways, and endorsement options. The Education and Training pathway is highlighted for the purpose of recruiting additional students as they enter high school.
- At both the CTE Fair and 8<sup>th</sup> grade meetings, brochures are sent home with students to involve the parents in the decision-making process and to create buy-in from the parents.
- Posters are hung throughout the school to advertise and increase overall visibility of the program.
- Each graduating senior is required to identify career interests and then create a capstone project focusing on one of their interests that is presented at the end of the school year prior to graduation. Students who are enrolled in the Education and Training Program are encouraged to focus their



projects on education-related careers. As a part of the process, students are paired with a mentor who works in their project fields. Students who have gone through this process and were mentored by teachers were able to experience the day-to-day aspects of teaching, which further solidified their desire to continue towards their goals of becoming teachers. Life School will continue encouraging Education and Training students to choose education-focused senior projects.

- Each spring, emails are sent to students and parents to inform them of the next progression in the Education and Training pathway to encourage students to continue to progress through the program.
- The district leadership will highlight students who participate in FCCLA competitions via social media and newsletters. Students will also be recognized at school board meetings in an effort to increase visibility and create excitement for the program.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

N/A

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:** Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

8

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Life School currently has a deep partnership with Region 10. Additionally, Life School's Human Resources Director serves on the board for Region 10's EPP. Based on our experience and the experience of teachers who have attended various EPPs, Region 10's program requirements, training, and support have proven to produce top talent who quickly assimilate to the Life School culture, mission, and vision. As a result, Life School will recommend Paraprofessionals, Instructional Aides, and Long-Term Substitutes participate in Region 10's program.

Because of the number of Paraprofessionals, Instructional Aides, and Long-Term Substitutes who will participate in the Grow Your Own program, Life School will work with Region 10 to develop a cohort at a location more central to the Life School system. In doing so, Life School would offer the use of Life School facilities.

While Region 10 is Life School's top recommendation, we also understand that the program might not fit with each of the candidates, due to Region 10's face-to-face class requirements. Therefore, Life School will work with other existing online partners, including iTeach and Texas Teachers of Tomorrow, to meet the needs of each individual participant.

In terms of job-embedded training, each participant in the program will have the opportunity to participate in the following support:

- Assigned a teacher mentor as a part of our "Lifesaver Academy" which provides ongoing, job-embedded professional development and support to inexperienced teachers
- Participation in all teacher professional development offered at Life School on designated Professional Development days and campus-based training throughout the school year, including but not limited to: Units of Study, Life School Instructional Framework, administration of DRA, ELPS, On 3 by 3 (Life School literacy initiative in which all students are reading on grade level), 5E model (math & science), Number Talks (math), standards-based grading, RTI process, and instructional technology implementation and continuing education
- Participation in campus-based Professional Learning Communities and data analysis meetings
- Subject-based planning meetings with curriculum coordinators and instructional coaches

Participants in this program will be offered flexibility in their work schedule to attend the aforementioned Professional Development sessions and meetings. Each of these opportunities will fully engage the participants and provide the support necessary to encourage persistence and sustainability.



# Life School

[www.lifeschools.net](http://www.lifeschools.net)

**Superintendent**  
Brent Wilson

**Life School Central Office**  
132 East Ovilla Road, Suite A  
Red Oak, TX 75154  
469 850 LIFE (5433)  
469 850 5434 (fax)

**Life School Cedar Hill**  
129 West Wintergreen  
Cedar Hill, TX 75104

**Life School Lancaster**  
950 South Interstate 35 East  
Lancaster, TX 75146

**Life School Mountain Creek**  
5525 West Illinois Ave  
Dallas, TX 75211

**Life School Oak Cliff**  
4400 South R. L. Thornton Freeway  
Dallas, TX 75224

**Life School Red Oak**  
777 South Interstate 35 East  
Red Oak, TX 75154

**Life Middle School Waxahachie**  
3295 US North Highway 77  
Waxahachie, TX 75165

**Life High School Waxahachie**  
170 West Butcher Road  
Waxahachie, TX 75165

To whom it may concern,

As the Texas education workforce faces challenges in recruiting teacher candidates, and as students who choose education career pathways is in decline, programs like TEA's Grow Your Own grant program are increasingly vital to developing a healthy pipeline of highly-qualified teacher candidates.

As a result, I fully support Life School's efforts to develop teachers, especially in hard-to-fill positions, by applying for this Grow Your Own grant opportunity.

Thank you,

Brent Wilson  
Life School Superintendent  
President of the Board of Directors

